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ABSTRACT

This booklet features a checklist designed to help persons who are involved in providing direct services to culturally diverse, young special needs children to assess their attitudes, beliefs, and behavior toward these children. The booklet also contains suggestions and lists of print, film, and filmstrip resources for developing a school program which encourages children to respect and accept cultures different from their own. The checklist consists of 28 items to which respondents may indicate the extent of their agreement or disagreement. Suggestions concern ways of (1) increasing general cultural awareness, (2) working with adults, (3) using effective communication strategies, (4) conducting accurate assessments, and (5) utilizing multi-cultural methods and materials. The booklet includes English and Spanish versions of the text.(RH)

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Hampton University Mainstreaming Outreach Services

CULTURAL DIVERSITY AWARENESS INVENTORY

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CULTURAL DIVERSITY AWARENESS INVENTORY

SECTION I: CHECKLIST

SECTION II: SUGGESTIONS AND RESOURCES

This booklet was developed by Gertrude B. Henry and distributed by the Hampton University Mainstreaming Outreach Project pursuant to a grant, G008530165, funded by the Handicapped Children's Early Education Program, U.S. Department of Education.

SECTION

I

CHECKLIST

This self-examination questionnaire is designed to assist the user in looking at his/her own attitudes, beliefs and behavior towards young children of culturally diverse backgrounds. There are no "right" answers, only what you believe. Please be sure to answer <u>each</u> item by checking strongly agree, agree, strongly disagree, disagree or neutral. The intended users are <u>any</u> adults (e.g., aides, teachers, administrators, caregivers, therapists, bus drivers) involved in or being trained for direct services to young special needs children of culturally diverse backgrounds.

Definitions:

The word CULTURE as used in this inventory encompasses the five areas identified by Aragon (1973) as follows:

1. values and beliefs
2. communication
3. social relationships of mother/child, woman/man, uncle/niece, etc.
4. basic diet and food preparation
5. dress or common costume

The word ETHNIC as used in this inventory pertains to races or peoples.

Checklist

I BELIEVE...

1. ...my culture to be different from some of the children I serve.

___ Strongly Agree ___ Strongly Disagree
___ Agree ___ Neutral ___ Disagree

2. ...it is important to identify immediately the ethnic groups of the children I serve.

___ Strongly Agree ___ Strongly Disagree
___ Agree ___ Neutral ___ Disagree

3. ...I would prefer to work with children and parents whose cultures are similiar to mine.

___ Strongly Agree ___ Strongly Disagree
___ Agree ___ Neutral ___ Disagree

4. ...I would be uncomfortable in settings with people who speak non-standard English.

___ Strongly Agree ___ Strongly Disagree
___ Agree ___ Neutral ___ Disagree

5. ...I am uncomfortable in settings with people who exhibit values or beliefs different from my own.

___ Strongly Agree ___ Strongly Disagree
___ Agree ___ Neutral ___ Disagree

6. ...other than the required school activities, my interactions with parents should include social events, meeting in public places (e.g., shopping centers), or telephone conversations.

___ Strongly Agree ___ Strongly Disagree
___ Agree ___ Neutral ___ Disagree

I BELIEVE...

7. ...I am sometimes surprised when members of certain ethnic groups contribute to particular school activities (e.g., bilingual students on the debate team or Black students in the orchestra).

___ Strongly Agree ___ Agree ___ Neutral ___ Disagree ___ Strongly Disagree

8. ...the family's views of school and society should be included in the school's yearly program planning.

___ Strongly Agree ___ Agree ___ Neutral ___ Disagree ___ Strongly Disagree

9. ...it is necessary to include on-going parent input in program planning.

___ Strongly Agree ___ Agree ___ Neutral ___ Disagree ___ Strongly Disagree

10. ...I sometimes experience frustration when conducting conferences with parents whose culture is different from my own.

___ Strongly Agree ___ Agree ___ Neutral ___ Disagree ___ Strongly Disagree

11. ...the solution to communication problems of certain ethnic groups is the child's own responsibility.

___ Strongly Agree ___ Agree ___ Neutral ___ Disagree ___ Strongly Disagree

12. ...English should be taught as a second language to non-English speaking children as a regular part of the school curriculum.

___ Strongly Agree ___ Agree ___ Neutral ___ Disagree ___ Strongly Disagree

I BELIEVE...

13. ...when correcting a child's spoken language, one should role model without any further explanation.

___ Strongly Agree ___ Strongly Disagree
___ Agree ___ Neutral ___ Disagree

14. ...that there are times when the use of non-standard English should be ignored.

___ Strongly Agree ___ Strongly Disagree
___ Agree ___ Neutral ___ Disagree

15. ...in asking families of diverse cultures how they wish to be referred to (e.g., Caucasian, White, Anglo) at the beginning of our interaction.

___ Strongly Agree ___ Strongly Disagree
___ Agree ___ Neutral ___ Disagree

16. ...in a society with as many racial groups as the U.S.A., I would expect and accept the use of ethnic jokes or phrases by some children.

___ Strongly Agree ___ Strongly Disagree
___ Agree ___ Neutral ___ Disagree

17. ...that there are times when racial statements should be ignored.

___ Strongly Agree ___ Strongly Disagree
___ Agree ___ Neutral ___ Disagree

18. ...a child should be referred for testing if learning difficulties appear to be due to cultural differences and/or language.

___ Strongly Agree ___ Strongly Disagree
___ Agree ___ Neutral ___ Disagree

I BELIEVE...

19. ...adaptations in standardized assessments to be questionable since they alter reliability and validity.

___ Strongly Agree ___ Strongly Disagree
___ Agree ___ Neutral ___ Disagree

20. ...translating a standardized achievement or intelligence test to the child's dominant language gives the child an added advantage and does not allow for peer comparison.

___ Strongly Agree ___ Strongly Disagree
___ Agree ___ Neutral ___ Disagree

21. ...parents know little about assessing their own children.

___ Strongly Agree ___ Strongly Disagree
___ Agree ___ Neutral ___ Disagree

22. ...that the teaching of ethnic customs and traditions is NOT the responsibility of public school programs or personnel.

___ Strongly Agree ___ Strongly Disagree
___ Agree ___ Neutral ___ Disagree

23. ...it is my responsibility to provide opportunities for children to share cultural differences in foods, dress, family life and/or beliefs.

___ Strongly Agree ___ Strongly Disagree
___ Agree ___ Neutral ___ Disagree

24. ...Individualized Education Program meetings or program planning should be scheduled for the convenience of the parent.

___ Strongly Agree ___ Strongly Disagree
___ Agree ___ Neutral ___ Disagree

I BELIEVE...

25. ...I make adaptations in programming to accommodate the different cultures as my enrollment changes.

___ Strongly Agree ___ Agree ___ Neutral ___ Disagree ___ Strongly Disagree

26. ...the displays and frequently used materials within my setting show at least three different ethnic groups or customs.

___ Strongly Agree ___ Agree ___ Neutral ___ Disagree ___ Strongly Disagree

27. ...in a regular rotating schedule for job assignments which includes each child within my setting.

___ Strongly Agree ___ Agree ___ Neutral ___ Disagree ___ Strongly Disagree

28. ...one's knowledge of a particular culture should affect one's expectations of the children's performance.

___ Strongly Agree ___ Agree ___ Neutral ___ Disagree ___ Strongly Disagree

SECTION

II

SUGGESTIONS and RESOURCES

HOW CAN A SCHOOL PROGRAM FOR CHILDREN OF CULTURALLY DIVERSE BACKGROUNDS BE ORGANIZED SO THAT CHILDREN ARE ENCOURAGED TO RESPECT AND ACCEPT DIFFERENT CULTURES AS WELL AS THEIR OWN?

This goal is not likely to be achieved by merely being aware of one's attitudes and behavior, but rather by imaginative reorganization of school programs. Specific methods can best be developed by creative adults who truly want to move from awareness to practice. The resources and materials presented in this section are intended to be a suggested beginning and are mainly concerned with the young special needs child.

INCREASING GENERAL CULTURAL AWARENESS

A. Use community resources--workshops, classes, seminars, library/university mini-courses. Communicate directly--one-on-one conversations with people of cultures different from your own. Investigate in order to gather factual information about different cultures.

B. Base cultural knowledge on information from more than one source to avoid stereotyping. Talk to people of that culture and invite them to talk with your students.

C. Make a list of the ethnic groups represented by the children you serve.

D. Seek an understanding of how each culture and each family values education.

WORKING WITH FAMILIES

A. Provide two-way communication by using every opportunity to talk with parents. Invite parents to visit the program for information exchange prior to child's enrollment.

B. Practice the skill of listening to what parents have to say about values, beliefs and parenting.

C. Invite parents to participate according to their individual schedules.

D. If present school/program policy does not encourage parent involvement, be an initiator. Help bring about policy change through positive/nonthreatening means.

E. Find community support to help you in your efforts to foster parent involvement--talk with parents about school volunteering. Team up with community professionals and agencies that can become resources and invite them to the schools.

F. Visit the parents and childen at home to learn about the family as a total unit and the child's role in that family unit. Visit the child's neighborhood to gain understanding of living styles.

G. Identify the significant adults in the child's immediate family and their varying roles in relationship to the child. Use this information in program planning.

H. Be accepting of family structures that are different from your own by using pictures of a variety of families (e.g., single parent, extended families).

I. Provide or encourage parents to bring an interpreter to conferences. Encourage the attendance of significant family members at conferences.

J. Solicit parental assistance in planning a smooth transition for the child from home into his/her new school environment.

K. Identify instructional goals in accordance with family needs and expectations, incorporate the family's priorities and techniques.

L. Schedule program planning and IEP meetings around the parent's schedule as much as possible, giving the parents some choices of days and times.

USING EFFECTIVE COMMUNICATION STRATEGIES

A. Use a family's preferred or native language to state simple and frequently used phrases such as "good morning", "please", "thank you" and "yes/no". All school personnel can be encouraged to do the same.

B. During discussion times use more than one language that can involve aspects of other cultures (e.g., Fiesta, Hanukkah and Mardi Gras when discussing celebrations).

C. Provide varied opportunities for non-English speaking children to verbally interact using English.

D. State items positively when correcting oral language. Use phrases such as "Let's say..." or "say it this way"... instead of "we don't talk like that!"

E. Have children gesture or demonstrate to and for each other if oral communication is a problem.

F. Avoid imitating speech patterns of culturally diverse children which may be viewed as mockery.

G. Ask the child or parents how they wish you to refer to their ethnic group.

H. Make printed materials available to parents in their preferred and/or native language. Develop methods--verbal feedback, confirmation of significant others--to verify that these materials are understood.

I. Minimize evaluative comments such as "very good", "that's not right", "you can do better". Encourage self-evaluation--"How do you like your work?"

J. Discuss the meaning of ethnic jokes when spoken and encourage children to determine if statements are appropriate and valid.

K. View each child as having his/her own set of strengths and weaknesses within her/his given culture.

CONDUCTING ACCURATE ASSESSMENTS

A. For a child who has limited use of English, request consultation from a bilingual specialist and use bilingual instruction before referring for testing.

B. Adapt informal assessment materials and items to ones that are familiar to the child--foods, animals, furniture and dress.

C. Administer achievement test in the child's dominant language.

D. Ask for and be accepting of the family's knowledge of their child.

E. Present evaluation results and educational programs in terms understandable to parents.

UTILIZING MULTI-CULTURAL METHODS AND MATERIALS

A. Modify unit displays, materials and activities to include a variety of cultures during regular program planning, not just once a year.

B. Check illustrations for stereotypes and tokenism (lack of balanced representation of ethnic groups), especially in publications with older copyright dates.

C. Provide multi-ethnic magazines, newspapers and books for children to cut from or read at leisure (e.g., Ebony magazine).

D. Present different ethnic groups in professional roles without regard to sex (e.g., pictures of Indian female doctors or Spanish male nurses).

E. Use cultural differences to bring schools and families together by encouraging children to share their cultural values and traditions. For example, when portraying food groups include tortillas, egg rolls and sauerkraut. Begin with your own culture and invite the children to do the same.

F. Determine learning styles and use a variety of methods and materials (e.g., concrete objects and visual cues).

G. Design a system for assigning jobs which includes each child on a regular rotating basis.

H. Use Helping Kids Learn Multi-Cultural Concepts or similar books in program planning. As the author states, "This handbook is designed to develop among future and practicing educators an increased awareness of multi-cultural education. It provides a wide selection of activities that teachers can use in their classrooms." (see Pasternak in resource list)

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Films/Filmstrips/Posters

1. The Black Child: 5 color filmstrips, 3 cassettes, discussion guide, 5 audio script booklets. Parent's Magazine, Inc., 52 Vanderbilt Avenue, New York, New York 10017.

2. The Chicano Child: 5 color filmstrips, 3 cassettes, discussion guide, 5 audio script booklets. Parent's Magazine, Inc., 52 Vanderbilt Avenue, New York, New York 10017.

3. The Puerto Rican Child: 5 color filmstrips, 3 cassettes, discussion guide, 5 audio script booklets. Parent's Magazine, Inc., 52 Vanderbilt Avenue, New York, New York 10017.

4. The Indian Child: 5 color filmstrips, 3 cassettes, discussion guide, 5 audio script booklets. Parent's Magazine, Inc., 52 Vanderbilt Avenue, New York, New York 10017.

5. Free to Be? 16mm film for adults. Produced by Anti-Defamation League of B'nai B'rith, 1977.

6. It's OK for Me: It's OK for you. Film produced by Paramount Communications. Related filmstrip sets: Learning About Me, Learning About Others, I Couldn't Care Less.

7. Living Together in America. Published by Cook, 1973.

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INVENTARIO SOBRE EL RECONOCIMIENTO DE DIVERSAS CULTURAS

Sección I: Cuestionario

Sección II: Sugerencias y Referencias

Este panfleto ha sido desarrollado por Gertrude B. Henry y distribuído por Hampton University Mainstreaming Outreach Project (Projecto de Integración en la Universidad de Hampton) con el propósito de obtener la concesión G008530165, subvencionada por Handicapped Childrens Early Education Program, U.S., Department of Education (Programa de Educación Temprana para niños excepcionales, Departamento de Educación de los Estados Unidos.

SECCION

I

CUESTIONARIO

Nuestras propias actitudes, creencias y conductas hacia niños pequeños marcan el tono y forma de las interacciones de los niños que estamos sirviendo. Un aspecto importante de las actitudes es la expectación. Si esperamos muy poco de un niño, entonces el/ella puede muy bien cumplir con esta baja expectación.

Este cuestionario de autoanálisis está diseñado para asistir al usante en observar sus propias actitudes, creencias y conductas acerca de niños pequeños con antecedentes de diversa cultura. No hay respuestas "correctas". Este cuestionario es utilizado sólo para ayudar al usante a probar sus propias y más profundas actitudes. Los usantes pueden ser <u>cualquier</u> adulto (Ej. asistentes, profesores, administradores, cuidadores, terapistas, choferes de ómnibus) relacionado o en el proceso de ser entrenado para proveer servicios directamente a niños pequeños que tienen necesidades especiales y que provienen de diversas culturas.

Definiciones:

La palabra CULTURA es usada en este inventario, refiriéndose a 5 areas definidas por Aragon (1973) a continuación:

1. Valores y creencias
2. Comunicación
3. Relaciones sociales de madre/niño, hombre/mujer, tio/sobrino, etc.
4. Dieta básica y preparación de alimentos
5. Vestimenta

La palabra ETNICO es usada en este inventario refiriéndose a razas o pueblos.

Cuestionario

YO CREO QUE...

1. ...mi cultura es diferente a algunas de los niños a los cuales proveo servicios
   ____Completamente de Acuerdo ____Completamente en
   _____Neutral Desacuerdo
   ____De Acuerdo ____En Desacuerdo

2. ...es importante identificar inmediatamente , los grupos étnico de los niños a los cuales proveo servicios.
   ____Completamente de Acuerdo ____Completamente en
   _____Neutral Desacuerdo
   ____De Acuerdo ____En Desacuerdo

3. ...preferiria trabajar con niños y padres de familia cuyas culturas son similares a la mia.
   ____Completamente de Acuerdo ____Completamente en
   _____Neutral Desacuerdo
   ____De Acuerdo ____En Desacuerdo

4. ...estaria incómodo(a) en lugares con personas que no hablen el Inglés standard.
   ____Completamente de Acuerdo ____Completamente en
   _____Neutral Desacuerdo
   ____De Acuerdo ____En Desacuerdo

5. ...me siento incómodo(a) en lugares con personas que muestran valores o creencias diferentes a las mias.
   ____Completamente de Acuerdo ____Completamente en
   _____Neutral Desacuerdo
   ____De Acuerdo ____En Desacuerdo

6. ...mi interacción con padres de familia en actividades que no son requerimiento de la escuela, incluyen eventos sociales, encuentros en lugares públicos (Ej. centros comerciales) o conversaciones telefónicas.
   ____Completamente de Acuerdo ____Completamente en
   _____Neutral Desacuerdo
   ____De Acuerdo ____En Desacuerdo

7. ...a veces me sorprendo cuando miembros de ciertos grupos étnicos contribuyen en ciertas actividades escolares (Ej. estudiantes bilingues en un equipo de debate, o estudiantes negros en la orquesta de cámara).
   ____Completamente de Acuerdo ____Completamente en
   _____Neutral Desacuerdo
   ____De Acuerdo ____En Desacuerdo

YO CREO QUE...

8. ...los puntos de vista de la familia acerca del colegio y la sociedad deben ser incluidos en la programación escolar anual.
____Completamente de Acuerdo ____Completamente en Desacuerdo
____De Acuerdo ____Neutral ____En Desacuerdo

9. ...es necesario incluir constantemente los aportes de los padres de familia en la programación.
____Completamente de Acuerdo ____Completamente en Desacuerdo
____De Acuerdo ____Neutral ____En Desacuerdo

10. ...algunas veces experimento frustración cuando llevo a cabo conferencias con padres de familia cuya cultura es diferente a la mia.
____Completamente de Acuerdo ____Completamente en Desacuerdo
____De Acuerdo ____Neutral ____En Desacuerdo

11. ...la solución a problemas de comunicación de ciertos grupos étnicos es responsabilidad del propio niño.
____Completamente de Acuerdo ____Completamente en Desacuerdo
____De Acuerdo ____Neutral ____En Desacuerdo

12. ...el Inglés debe ser enseñado a niños que no lo hablen como segundo idioma y como parte regular del plan de estudio escolar.
____Completamente de Acuerdo ____Completamente en Desacuerdo
____De Acuerdo ____Neutral ____En Desacuerdo

13. ...cuando se corrige el lenguaje hablado de un niño, uno debe demostrar cómo se habla sin dar mayor explicación.
____Completamente de Acuerdo ____Completamente en Desacuerdo
____De Acuerdo ____Neutral ____En Desacuerdo

14. ...hay veces en que el uso de Inglés que no es standard debe ser ignorado.
____Completamente de Acuerdo ____Completamente en Desacuerdo
____De Acuerdo ____Neutral ____En Desacuerdo

15. ...al comienzo de la interacción con familias de diversas culturas hay que preguntarles cómo desean ser referidas (Ej. caucásico, blanco, anglosajón).
____Completamente de Acuerdo ____Completamente en Desacuerdo
____De Acuerdo ____Neutral ____En Desacuerdo

YO CREO QUE...

16. ...en una sociedad con tantos grupos raciales como los Estados Unidos, yo esperaría y aceptaría el uso de bromas de tipo étnico o ciertas frases estereotipadas en algunos niños.
____Completamente de Acuerdo ____Completamente en Desacuerdo
_____Neutral
____De Acuerdo ____En Desacuerdo

17. ...hay veces en que declaraciones de tipo racial deben ser ignoradas.
____Completamente de Acuerdo ____Completamente en Desacuerdo
_____Neutral
____De Acuerdo ____En Desacuerdo

18. ...un niño debe ser referido para evaluación si aparecen problemas de aprendizaje debido a diferencia cultural y/o lenguaje.
____Completamente de Acuerdo ____Completamente en Desacuerdo
_____Neutral
____De Acuerdo ____En Desacuerdo

19. ...las adaptaciones de pruebas standard son cuestionables ya que alteran su confiabilidad y validez.
____Completamente de Acuerdo ____Completamente en Desacuerdo
_____Neutral
____De Acuerdo ____En Desacuerdo

20. ...traducir una prueba standard de habilidad o una prueba de inteligencia al idioma del niño le da a éste ventaja y no permite que se le compare con niños de su edad.
____Completamente de Acuerdo ____Completamente en Desacuerdo
_____Neutral
____De Acuerdo ____En Desacuerdo

21. ...los padres de familia saben muy poco acerca de cómo evaluar a sus propios hijos.
____Completamente de Acuerdo ____Completamente en Desacuerdo
_____Neutral
____De Acuerdo ____En Desacuerdo

22. ...la enseñanza de costumbres étnicas y tradiciones NO es responsabilidad de los programas escolares públicos o del personal docente.
____Completamente de Acuerdo ____Completamente en Desacuerdo
_____Neutral
____De Acuerdo ____En Desacuerdo

YO CREO QUE...

23. ...es mi responsabilidad el proveer de oportunidades para que los niños compartan diferentes culturas a través de comidas, vestimenta, vida familiar y/o creencias.
____Completamente de Acuerdo ____Completamente en
____Neutral Desacuerdo
____De Acuerdo ____En Desacuerdo

24. ...la fecha y hora en que se lleven a cabo las reuniones de "IEP" (Program de Educación Individual dicho en Inglés), o las de programación, deben ser establecidas según la conveniencia de los padres de familia.
____Completamente de Acuerdo ____Completamente en
____Neutral Desacuerdo
____De Acuerdo ____En Desacuerdo

25. ...hago adaptaciones en la programación para acomodar las diferencias culturales en función a los cambios en la matrícula.
____Completamente de Acuerdo ____Completamente en
____Neutral Desacuerdo
____De Acuerdo ____En Desacuerdo

26. ...los murales y los materiales usados más frecuentemente en mi salón muestran por los menos tres diferentes grupos étnicos o costumbres.
____Completamente de Acuerdo ____Completamente en
____Neutral Desacuerdo
____De Acuerdo ____En Desacuerdo

27. ...estoy a favor de un horario que rote regularmente para así asignar trabajos e incluir a todos los niños del salón.
____Completamente de Acuerdo ____Completamente en
____Neutral Desacuerdo
____De Acuerdo ____En Desacuerdo

28. ...el conocimiento que uno pueda tener acerca de una cultura en particular, afecta las expectativas que se tienen hacia el logro de los niños.
____Completamente de Acuerdo ____Completamente en
____Neutral Desacuerdo
____De Acuerdo ____En Desacuerdo

SECCION

II

SUGERENCIAS Y REFERENCIAS

COMO SE PUEDE ORGANIZAR UN PROGRAMA ESCOLAR DIRIGIDO A NEÑOS CON ANTECEDENTES CULTURALES DIVERSOS PARA FOMENTARLES EL RESPETO Y ACEPTACION DE DIFERENTES CULTURAS ASI COMO DE LA PROPIA?

Esta meta no será alcanzada meramente al uno reconocer sus actitudes y conductas, sino por el contrario a través de una imaginativa reorganización de los programas escolares. Métodos específicos serán desarrollados mejor por el adulto creativo que realmente quiere pasar del reconocimiento a la práctica. La intención de las referencias y materiales presentados en esta sección es la de dar sugerencias para comenzar, y están mayormente dirigidos hacia los niños pequeños que tienen necesidades especiales.

INCREMENTANDO EL RECONOCIMIENTO GENERAL DE DIVERSAS CULTURAS

A. Use recursos de la comunidad (talleres de trabajo, clases, seminarios, bibliotecas, cursillos Universitarios); comuniquese en forma directa (conversaciones individuales con gente de cultura diferente a la suya); investigue para obtener información real sobre diferentes culturas.

B. Base su conocimiento de otras culturas sobre más de una fuente de información para asi evitar los estereotipos. Hable con gente de esa cultura e invitelos a hablar a sus estudiantes.

C. Haga una lista de los grupos étnicos representados por los niños a los cuales provee servicios.

D. Esfuércese por comprender cómo cada cultura y cada familia valora la educación.

TRABAJANDO CON FAMILIAS

A. Provea oportunidades para fomentar el diálogo (Ej. aproveche cada oportunidad para hablar con los padres de familia; antes de que el niño sea matriculado, invite a los padres de familia a visitar el programa para intercambiar información).

B. Practique la habilidad de prestar atención a lo que los padres de familia dicen acerca de sus valores, creencias, y roles paternales/maternales.

C. Invite a los padres de familia a participar de acuerdo a sus horarios.

D. Si la politica escolar actual no fomenta la participación de los padres de familia, sea un iniciador (Ej. ayude a cambiar la politica a través de medios positivos, no amenazantes).

E. Busque el apoyo que la comunidad le ofrezca en sus esfuerzos por promover la participación de los padres de familia. (Ej. hable con los padres acerca de trabajo voluntario en la escuela, reúnase con profesionales y agencias de la comunidad que puedan convertirse en recursos, e invitelos a la escuela).

F. Visite a los padres de familia y al niño en su hogar para aprender acerca de la familia como una unidad y el rol que tiene el niño en esa unidad familiar; o visite el vecindario del niño para que adquiera un mejor entendimiento sobre estilos de vida.

G. Identifique el número de adultos que tienen un rol significativo en la familia inmediata del niño y reconozca los diferentes roles y relaciones para con el niño. Use esa información cuando planee su programa.

H. Acepte estructuras familiares que sean diferentes a las suyas, usando figuras de diferentes familias (Ej. padres solteros, familias extensas).

I. Provea o fomente que los padres de familia traigan un intérprete o un miembro familiar importante a las conferencias.

J. Solicite ayuda a los padres de familia para planear una fácil transición del niño en su nuevo ambiente, lejos de la familia.

K. Identifique metas instruccionales de acuerdo con las necesidades y expectaciones de la familia; incorpore las prioridades y técnicas familiares.

L. Determine estilos de aprendizaje y use variedad de métodos y materiales (Ej. objetos concretos y ayudas visuales).

USANDO ESTRATEGIAS EFECTIVAS PARA COMUNICARSE

A. Frases simples y usadas frecuentemente (tales como "buenos dias, por favor, gracias y si/no") pueden ser dichas en otros idiomas por todo el personal escolar.

B. Durante periodos de polémica use más de un idioma que pueda incluir aspectos de otras culturas (Ej. Fiesta, "Hanukkah", y "Mardi Gras" cuando discutan sobre celebraciones)

C. Provea varias oportunidades para que los niños que no hablen inglés interactúen verbalmente usando dicho idioma.

D. Exprese positivamente los detalles cuando corrija lenguaje oral. Use frases tales como "Digamos..." o, "dilo de esta manera..." en vez de " Nosotros no hablamos asi!".

E. Haga que los niños gesticulen o se represente mutuamente (modelar).

F. Evite imitar modelos de lenguaje de niños de diversa cultura porque puede ser visto como una burla.

G. Pregúntele al niño o a los padres de familia cómo desean que Ud. se refiera a su grupo étnico.

H. Materiales impresos deben estar disponibles para los padres de familia en su idioma preferido o natal. Desarrolle métodos (evaluación verbal, u otros) para verificar que los materiales están siendo entendidos.

I. Reduzca al mínimo los comentarios evaluativos. Por ejemplo en vez de "muy bien; "eso no está bien", "tú puedes hacerlo mejor", fomente la auto-evaluación (Ej. " Qué opinas del trabajo que has hecho?" " Por qué piensas eso?") Strow, 1966.

J. Cuando se usen bromas étnicas, discuta el significado y fomente que los niños determinen si las declaraciones son apropiadas y válidas.

K. Use las diferentes culturas para atraer la escuela y las familias, fomentando que los niños compartan sus valores culturales y tradiciones (Ej. cuando se trate de grupos de comida incluya tortillas, huevos enrollados, y choucroute). Comience con su propia cultura e invite a los niños a hacer lo mismo.

CONDUCIENDO EVALUACIONES VALIDAS

A. Consulte con un especialista bilingue y use instrucciones bilingues con el niño que haya tenido muy poco contacto con el idioma Inglés antes de referirlo a evaluación.

B. Adapte los materiales de evaluación y preguntas con aquellos que sean familiares para el niño. (Ej. comida, animales, muebles y ropa).

C. Administre las pruebas de habilidad en el idioma dominante del niño.

D. Pregunte y acepte lo que sabe la familia sobre el niño.

E. Presente resultados de la evaluación y el programa educacional en términos comprensibles para los padres de familia.

UTILIZANDO METODOS Y MATERIALES MULTICULTURALES

A. Modifique los murales, materiales y actividades para incluir una variedad de culturas durante la programación regular , no sólo una vez al año.

B. Revise ilustraciones por estereotipos y "tokenism" (falta de representación balanceada de grupos étnicos).

C. Provea de revistas, periódicos y libros multiétnicos, para que los niños recorten o lean en sus ratos libres (Ej. La revista Ebony).

D. Presente diferentes grupos étnicos en roles profesionales sin considerar el sexo (Ej. figuras de doctoras indias, o enfermeros españoles).

E. Vea a cada niño como teniendo su propio grupo de aspectos positivos y negativos dentro de su cultura.

F. Planifique lo más que pueda las reuniones de programación y las de I.E.P. en función a la disponibilidad de los padres de familia. Dele a los padres alternativas tales como diferentes fechas y horas.

G. Diseñe un sistema para asignar trabajos que incluya a cada niño en forma regular y rotativa.

H. Use el libro Helping Kids Learn Multi-Cultural Concepts u otros libros como ese en su programación."Este libro está diseñado para que los educadores, tanto futuros como actuales desarrollen un reconocimiento incremental de la educación multicultural. Provee una gran selección de actividades que los profesores pueden usar en sus salones de clase". (Pasternak, 1977 vea la lista de referencia).

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Films/Filmstrips/Posters

1. The Black Child: 5 color filmstrips, 3 cassettes, discussion guide, 5 audio script booklets. Parent's Magazine, Inc., 52 Vanderbilt Avenue, New York, New York 10017.

2. The Chicano Child: 5 color filmstrips, 3 cassettes, discussion guide, 5 audio script booklets. Parent's Magazine, Inc., 52 Vanderbilt Avenue, New York, New York 10017.

3. The Puerto Rican Child: 5 color filmstrips, 3 cassettes, discussion guide, 5 audio script booklets. Parent's Magazine, Inc., 52 Vanderbilt Avenue, New York, New York 10017.

4. The Indian Child: 5 color filmstrips, 3 cassettes, discussion guide, 5 audio script booklets. Parent's Magazine, Inc., 52 Vanderbilt Avenue, New York, New York 10017.

5. Free to Be? 16mm film for adults. Produced by Anti-Defamation League of B'nai B'rith, 1977.

6. It's OK for Me: It's OK for you. Film produced by Paramount Communications. Related filmstrip sets: Learning About Me, Learning About Others, I Couldn't Care Less.

7. Living Together in America. Published by Cook, 1973.